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ABSTRACT

Activities and teaching strategies proposed in this resource manual are intended to help social studies teachers at the high school level in adapting the career education philosophy to the classroom. The manual consists of two parts. Part 1 identifies goals and objectives of career education and various social studies subjects (world culture, ancient and medieval history, modern history). Part 2 suggests activities and teaching strategies keyed to the goals and objectives. Included along with the activities are the following topics: definitions and emotions, comparing cultures, immigration, prejudice, education and democracy, comparing education, feudal system, influence of India, high school culture, United States entry into World War II, inventions, inflation, post war economics, the apprentice system, technology and inventions, the role of government, minority Americans, career choice, human nature and government, value decisions, working in college. (TA)

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TEACHING CAREER EDUCATION IN SOCIAL STUDIES

GRADES 10-12

WORLD CULTURE
ANCIENT AND MEDIEVAL HISTORY
MODERN HISTORY

RESOURCE MANUAL

No. 314

DEPARTMENT OF CURRICULUM AND INSTRUCTION

CINCINNATI PUBLIC SCHOOLS

1977

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INTRODUCTION

Career education has been increasingly viewed as an important part of a school's education program over the last ten years. Career education is now considered to be as much a philosophy of education as a body of content, concepts, and skills. As a philosophy, career education is concerned that pupils learn to value all types of work - occupational and academic - and develop the desire and skills to succeed in all types of work.

In Cincinnati and throughout Ohio, career education is becoming K-12 in its influence. Although separate courses may be offered, it is the intent of career education educators that goals, concepts, and skills of the philosophy be taught by all teachers. Social Studies teachers in Cincinnati in past years have developed materials for elementary pupils, junior high pupils, and exploratory quarter courses.

The activities and teaching strategies proposed in this resource manual are intended to help social studies teachers at the high school level in adapting some of the career education philosophy to the classroom. The manual consists of two parts. Part I identifies goals and objectives of career education and various social studies subjects. Part II suggests activities and teaching strategies keyed to the goals and objectives.

Minimum competencies and evaluation items for career education have also been prepared. Please refer to the manual Social Studies Standards for this information.

Miss Mary Pat Strain, a teacher at Merry Junior High School, and Mr. Roger Berninger, a teacher at Campbell Junior High School, prepared the materials for this manual. The teachers worked with Mr. Harold Flaherty and Dr. Dean Moore, Social Studies Consultants, with the general guidance and supervision of Mrs. Maxine Watson, Career Education Consultant and Mr. Ralph Shauck, Coordinator of Instructional Services.

PART I

GOALS AND OBJECTIVES

CAREER EDUCATION

I. World Culture

A. Goal: Pupils will describe how emotions relate to values, beliefs, and customs and be able to see unique emotional characteristics in other people.

Course Objectives:

1. Pupils will discuss what cultural forces in the U.S. affect our emotions and how they are prioritized by our culture.
2. Pupils will describe what emotions are and be able to define them in a personal sense.
3. Pupils will identify why people of other cultures may be emotionally different from us.

B. Goal: Pupils should be able to apply what they know about local and national trends and current technology to the availability of certain jobs.

Course Objectives:

1. The pupil should discuss what constitutes an underdeveloped country or area and know the factors that cause a nation or area to become and/or remain this way.
2. The pupil will describe cultural forces that have brought about and/or enhanced industrialization of countries.
3. Pupils will describe how a change in the cultural make-up of a nation can affect the civil ability of jobs.

C. Goal: The pupil will understand how physical characteristics help or hinder the development of a career.

Course Objectives:

1. The pupil will understand how cultural forces help to determine how a person's development.
2. The pupil will understand how certain cultural groups emphasize and de-emphasize certain physical characteristics.

D. Goal: Pupil will understand the principles involved in predicting economic trends on national and world levels.

Course Objectives:

1. The pupil will identify the terms GNP, inflation-deflation, National Debt, and balance of payments.
2. The pupil will list what intra-cultural forces have an affect on business.
3. The pupil will list what inter-cultural forces have an affect on business.

E. Goal: Pupil will understand how political systems and economic systems are interrelated with culture.

Course Objectives:

1. The pupil will discuss how certain cultures demand certain political systems.
2. The pupil will discuss how certain political systems demand certain economic systems.
3. The pupil will understand that cultural forces have changed or greatly influenced economic and political systems.

F. Goal: Pupils will know how the choice of a career is affected by the availability of training and cultural forces.

Course Objectives:

1. The pupil will list what cultural forces have enhanced or retarded the development of schools.
2. The pupil will indentify what cultural forces allowed certain countries to be industrialized during the Industrial Revolution while other countries were seemingly unaffected.
3. The pupil will discuss how an increase in technology affects the culture of a region or country.

G. Goal: Pupils will understand the roles of producers and consumers in the economy.

Course Objectives:

1. The pupil will understand that the culture of a country greatly influences what is produced there.
2. The pupil will describe how producers have influenced cultures.

H. Goal: The pupil will recognize the relationship between a particular lifestyle and the choice of a career.

Course Objectives:

1. The pupil will determine how cultural forces make demands on an individual's lifestyle.
2. The pupil will make a tentative career choice and determine how cultural factors in our country determine the lifestyle involved with that career.
3. The pupil will discuss how different cultures influence lifestyles in the same career area.

I. Goal: Pupils will recognize that learning is a skill and that it is a continuous lifetime activity.

Course Objectives:

1. The pupil will discuss how cultural forces determine how people will learn.
2. The pupil will describe how cultural forces cause people to enhance their careers through learning while others discourage it.
3. The pupil will list the different types of learning (i.e. informal vs. formal) and the values placed upon them by various cultures.

J. Goal: The pupil will begin to understand the relationship of the individual and his physical and cultural environment.

Course Objectives:

1. The pupil will describe how changes in the physical environment bring about changes in the cultural environment.
2. The pupil will discuss how the individual can and has changed his physical environment.
3. The pupil will describe how cultural forces bring about or retard changes in the physical environment by their influence on the individual.

K. Goal: The pupil will recognize that social, economic, and cultural forces influence self-development.

Course Objectives:

1. The pupil will describe how class development is affected by cultures.
2. The pupil will list what social and economic forces are necessary to encourage individual thinking.
3. The pupil will discuss how social, economic, and cultural changes bring about the need for cooperation and interdependence.

II. Ancient and Medieval History

A. Goal: The pupils will begin to understand the relationship of the individual and his physical and social environment.

Course Objectives:

1. The pupil will list objects of the physical and social environment which affect, or are affected by man's ways of living.
2. The pupil will pick from a list of early inventions, those which helped the Greeks.

B. Goal: The pupil will recognize the importance of working with and without supervision and working with others.

Course Objectives:

1. The pupil will write a description of life among the less developed tribes emphasizing occupations and who did the work.
2. The pupil will identify the major components of the manorial system.

C. Goal: The pupil will recognize that learning is a skill and that it is a continuous lifetime activity.

Course Objectives:

1. The pupil will make indepth studies of major figures of the period and ascertain the conditions under which they pursued their education.

D. Goal: The pupil will comprehend the roles of the producer and the consumer in society.

Course Objectives:

1. The pupil will list the advantages offered by the rise of commerce that caused the nomadic and subsistance farmers into becoming producers and consumers.
2. The pupil will relate the rise of commerce to the growth of towns and cities.
3. The pupil will describe the influence of the consumer on the age of exploration.

E. Goal: The pupil will recognize the relationship between educational experiences and his choice of occupations.

Course Objectives:

1. The pupil will contrast the educational experiences of learned men of ancient times and list their choice of occupations.
2. The pupil will compare and contrast the education of a medieval banker to a modern banker.

F. Goal: The pupil will have an understanding of the money, time and training involved in a job and how this affects their choice of a career.

Course Objectives:

1. The pupil will compare and contrast the medieval craft guilds with modern labor unions.
2. The pupil will describe the role of the Catholic church in preserving and fostering education.

G. Goal: The pupil will develop work habits which demonstrate responsibility to oneself and to others.

Course Objectives:

1. The pupil will understand the similiarities in work habits of highly developed cultures such as Rome and Greece and our modern U.S.

H. Goal: The pupil will recognize that values, beliefs and customs affect the direction of one's career.

Course Objectives:

1. The pupil will make reports comparing and contrasting the lives of Cicero and Marc Antony.
2. Pupils will describe how customs made some countries warlike while others remained peaceful.

III. Modern History

A. Goal: Pupils will learn how emotions relate to values, beliefs, and customs and be able to see unique emotional characteristics in other people.

Course Objectives:

1. The pupil will describe how wars are influenced by conflicts in values, beliefs and customs.
2. The pupil will examine at least 2 military and/or economic alliances and list the similiarities in values beliefs and customs that helped to bring them about.
3. The pupil will examine 2 countries which are made up of several nationalities and list the common things (values, etc.) that have bound them into a nation and/or the conflicts in values, etc., that have tended to separate them.

B. Goal: Pupils will apply what they know about local and national trends and current technology to the availability of certain jobs.

Course Objectives:

1. The pupil will examine and list the causes of the Industrial Revolution as it applied to at least 2 countries in the light of national trends and current technology.
2. The pupil will explain the changes in availability of jobs during this period as it applies to industry and agriculture.
3. The pupil will compare the Industrial Revolution with today's technology revolution (past 50 years) and compare the flexibility in career choices in both periods.

C. Goal: The pupil will understand how physical characteristics help or hinder development of a career.

Course Objectives:

1. Pupils will list the career possibilities open to women throughout much of the 18th and 19th century as compared to today.
2. Pupils will identify major figures from modern history with an outstanding physical characteristic and explain how this affected their career.
   e.g. George Washington's height. Napoleon's lack of height. William Jennings Bryan's voice.

D. Goal: The pupil will understand the principles involved in predicting economic trends on national and world levels.

Course Objectives:

1. The pupil will identify the terms unemployment, GNP, inflation-deflation, national debt and balance of payments.
2. The pupil will describe how economic conditions can change to create a depression or booms in the American economy.

E. Goal: The pupil will understand how political systems can affect economic systems.

Course Objectives:

1. The pupil will discuss how political decisions within a country effects that country's economic system.
2. The pupil will describe how political decisions outside of that country can affect its economic system.
3. The pupil will discuss how a change in political systems can change the economic system of a country.

F. Goal: The pupil will be able to discuss how the choice of a career is affected by availability of training, and economic and social forces.

Course Objectives:

1. The pupil will relate how formal education has expanded through the development of schools.
2. The pupil will describe how the Industrialization of W. Europe aided and retarded the choice of careers.
3. The pupil will discuss how increased technology has required the expansion of training in chosen career areas and related areas.
4. The pupil will describe how social changes have affected the availability of career choices.

G. Goal: The pupil will understand the role of producers and consumers in the economy.

Course Objectives:

1. The pupil will state the reasons behind the increased production of services as opposed to goods in industrialized nations.
2. The pupil will compare and contrast the roles of producers and consumers under 3 different governmental systems.
3. The pupil will examine 3 tentative career choices and determine the governmental system that best lends itself to those careers.
4. The pupil will cite 3 instances where consumer demand or lack of it has directly affected government policies involving exploration, wars, and economic policies.

H. Goal: The pupil will recognize the relationship between a particular lifestyle and the choice of a career.

Course Objectives:

1. The pupil will be able to describe the lifestyle demanded by the apprentice system of the 18th century.

2. The pupil will be able to show how increased technology and/or mechanization has changed the lifestyle demanded by three tentative career choices.

3. The pupil will describe how the growth of cities in the Industrial Revolution changed the lifestyles of people.

4. The pupil will discuss how some people reacted against great changes in lifestyles brought on by the Industrial Revolution.

I. Goal: The pupil will recognize that learning is a skill and that it is a continuous lifetime activity.

Course Objectives:

1. The pupil will discuss the need for continuous learning or training in their tentative career choice.

2. The pupil will describe how inventions and technological improvements have and are built on the discoveries of others.

3. The pupil will recognize that people make significant contributions to society at all stages of their lives.

J. Goal: The pupil will know how the physical and social environment relates to the individual.

Course Objectives:

1. The pupil will describe the role of reform and some processes by which they are brought about.

2. The pupil will list the reasons why increased urbanization brings about the need for interdependence of individuals.

3. The pupil will discuss the role that physical environment plays in the life of an individual.

K. Goal: The pupil will recognize that social, economic, and cultural forces influence self-development.

Course Objectives:

1. The pupil will describe how the middle class gradually replaced the aristocracy as the power base for governments.

2. The pupil will discuss how careers unrelated to industry were affected by the Industrial Revolution.

3. The pupil will define Nationalism and understand how it helps to mold the "working philosophy" of a nation.

PART II

TEACHING STRATEGIES

WORLD CULTURES

Activity 1A

Definitions and Emotions

1. Write the following words on the board:

    a. Love

    b. Hate

    c. Fear

    d. Anger

    e. Depression

    f. Respect

    Ask pupils to define these terms and write the consensus of their ideas below each.

2. Give the pupils a list of situations; have them note below each the emotion that is brought out; the degree to which it is felt (greatly, average, not to greatly) and briefly why.

    Examples of Situations:

    a. The American flag passes by with a band playing on the Fourth of July.

    b. Someone copies your work.

    c. You walk alone downtown late at night.

    d. A person comes to your door to evangelize for a religion.

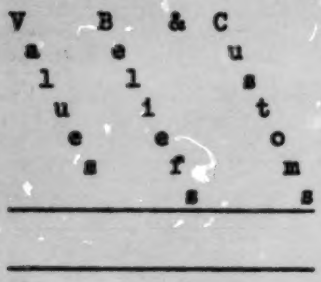
    e. You are laid off at work.

    f. The President comes on television.

    Make the list long enough to establish degrees on each emotion. (about 30)

3. Pupils take the same list and put down something they value or believe (customs) that influenced their answer.

4. Have one group make a master list of values, beliefs, and customs and group them according to emotions they elicited on lists.



Emotions

L	H	F	A	D	R
x			x		x
x	x				

Activity 2A

Comparing Cultures

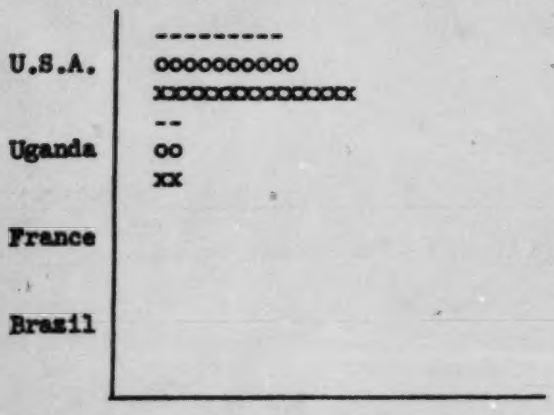
1. Make a comparable list to the previous exercise or use the same one and apply to each culture area of the study. Remind the pupils that they must think like a member of that culture.

Activity 1B

Exports of Agricultural Products

1. The teacher provides a list of countries ranging from underdeveloped to highly developed.

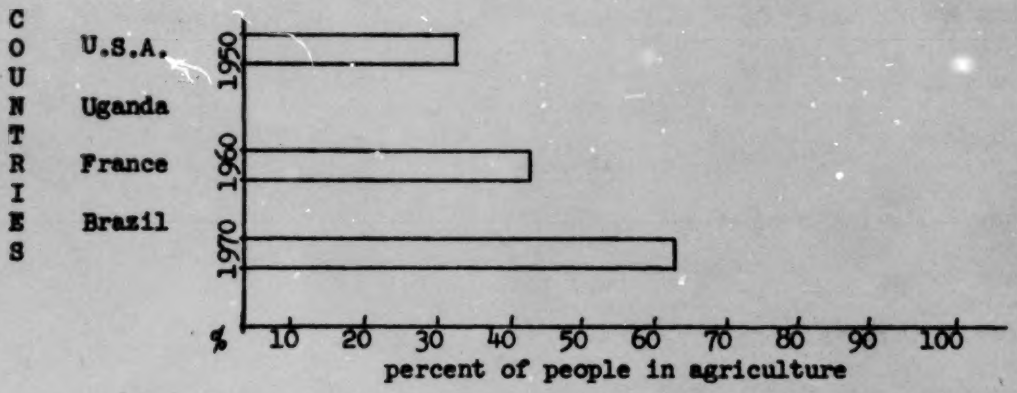
2. Make a bar graph denoting exports of agricultural products from each for the 10 year periods 1970, 1960, and 1950.



Activity 2B

Making Graphs

1. Using the same countries prepare a graph showing the percent of people involved in agriculture over the same period of time.



2. Have pupils then answer questions from these graphs.

   a. Why are so many people needed to produce so little in some countries?

   b. Where do the people go that are no longer involved in agriculture?

Activity 3B

Immigration

1. Study these three waves of immigration to the United States.

   a. Irish 1840's

   b. Chinese 1860's

   c. African (slaves) 1790-1820

2. List occupations filled by each of these groups.

3. Discuss some general economic reasons why there minorities were refuted by our culture.

Activity 4B

Research

1. Give pupils problem for research. Neither Great Britain nor China can produce enough food to support their population. Why then did England become such a successful industrial nation while China lagged behind? Include cultural forces, geography and appropriate historical events.

2. Discuss the results of the research in class.

Activity 1C

Prejudice

1. Ask pupils to examine racial prejudice in the following countries involving people of African descent: United States, Brazil, and South Africa.
2. Tell why prejudice came about or didn't come about in each country.
3. Tell what each country does or is doing to alleviate the problem.

Activity 2C

Women at Work

1. Place the following occupations on the board:

Farm Worker	Doctor
Mechanic	Lawyer
Elected Official	Teacher

2. Assign one to every pupil. Try to align them with career goals where possible.
3. Each pupil gets a chart.

Occupation

	1940	1955	1970
U.S.A			
U.S.S.R.			
England			
Spain			
India			
Mexico			

% of women in occupation

4. Pupils should make a generalization about the employment outlook for women in this career.
5. Pupils should account for differences in countries. (e.g., developed vs. underdeveloped, economic or political system).

Activity 1D

GNP

1. Using the United States as an example explain GNP (Gross National Product).

2. Show the formula and work it out on the board.

$$\frac{\text{Value of goods and services produced (e.g., 1976)}}{\text{total population}} = \text{GNP}$$

3. Give three countries for pupils to work out and give all information (let them do mathematics).

4. Give three countries but have pupils find population (use same year for each country).

5. Give three countries but have pupils find values of goods and services.

6. Compare GNP's for the United States and a developing Nation for 1940, 1950, 1960, and 1970.

Activity 2D

Foreign Aid (non-military)

1. History books and political leaders always seem to portray the United States as a big brother to poor countries. We help those in need because of our great humanity. A writer says humanity has nothing to do with it and that our reasons are selfish.

   Agree or disagree with this statement. Tell why?

Activity 1E

Education and Democracy

1. Present a chart to the class showing literacy rates by countries (current).

   Include in the list (about 10) a range of underdeveloped, developing, and developed nations.

2. Have pupils identify the form of government for each nation (e.g., dictatorship, democracy, etc.)

3. Answer the following:

   a. Which nations in relation to literacy have democracy?

   b. Which nations in relation to literacy have totalitarian governments?

4. Discuss:

Will democracy work in nations with a low literacy rate? Why?

Activity 2E

Russian Control of Poland

1. Explain the meaning of shatter zone.

After World War II Russia has attempted to "Russianize" Poland.

2. Note the differences in the two cultures involving the following:

	Russian	Polish
Spoken language		
Written language		
Religion		
System of farming		

3. What concessions or compromises has Russia had to make to keep Poland under its sphere of influence?

4. Why is it difficult to change the culture of a country?

Activity 1F

Technology and Culture

1. There are several ways in which colonies in Africa were introduced to western culture and technology.

Ghana - once owned by the British; enjoys the highest standard of living in all of West Ghana, South Africa.

Congo - formerly owned by Belgium; has great natural resources but it is constantly beset by political revolution and food shortages.

Explain why Ghana did not suffer the fate of the Congo.

2. Debate what must be done to bring about economic and political stability in the Congo.

Activity 2F

Comparing Education

1. Compare the educational systems of Argentina and Mexico.

   Include:

   a. Literacy rates (50 year periods from 1850)

   b. Languages spoken

   c. Percent of native population

2. Ask pupils to explain why Argentina has the highest literacy rate in Latin America and Mexico one of the lowest.

Activity 3F

Taxes

1. Explain how British taxes and tariffs kept India from becoming part of the Industrial Revolution.

2. Did British occupations help India in any way? Why?

Activity 4F

Feudal System

1. Explain how the abolishing of the Feudal System in England allowed the development of the Industrial Revolution.

2. Explain how the reverse was true in other European countries.

Activity 1G

The Influence of the Automobile

1. Have pupils find pictures of various automobiles.

   a. Current American models

   b. American models from about 10 years ago

   c. Current foreign models

   d. Approximately 10 year old foreign models

2. Cut the pictures out and put them on posterboard.

   a. Make a display for American autos and foreign autos

b. Below each list miles per gallon

Note: If you can't find pictures of older cars to cut out pupils might make some drawings of older autos.

3. Let pupils look at the pictures and then have a "brainstorming" session.

4. List the differences in American and foreign cars (e.g., size, style, and economy).

5. Propose the following questions to the pupils:

   a. Who decided the Americans should have large cars? Producer or consumer? Why?

   b. Both foreign and American consumers use the auto for transportation. What in American culture demands that autos be so much more stylish?

   c. Look at the changes in American autos in 10 years. Find the average price for one gallon of gasoline 10 years ago and compare it with today's prices. How has the price of gasoline changed the appearance and design of American autos?

Activity 2G

Cultural Matches and Mis-Matches

1. Divide the class into groups and assign them a question. Have them answer in terms of country's culture.

   a. MacDonald's restaurants are very popular in this country. Why wouldn't they be successful in India? India has more cattle than any other nation on earth. Why then are there constant food shortages?

   b. What makes professional athletics more popular in this country than anywhere else?

   c. Why is government service so much more popular as a career in Russia than in the United States?

   d. Why is there so great a shortage of doctors in Great Britain?

   e. South Africa has most of the world's gold, diamonds and chromium. Why then are so many of its people living in poverty?

Activity 1H

Determining Desired Life Styles

1. Below is a multiple choice test. Ask pupils to select answers according to the way they want to live.

a. Salary:

(1) Moderate from the start; very secure with small raises

(2) Very high depending on market condition and the amount of work you put in.

(3) Low salary for several years; then a high stable salary.

b. Home:

(1) Apartment or condominium

(2) Small house in city, but very stylish

(3) Large house in the country with several acres of land.

c. Family Life:

(1) Stay single

(2) Marry and have no children

(3) Marry and have children several years later

(4) Marry and have a family right away

d. Where to live:

(1) City

(2) Suburbs

(3) Rural area

e. Mobility:

(1) Stay in one area completely

(2) Make two or three moves during career

(3) Make a move every three years or so.

Each choice has advantages and disadvantages. Discuss them before the test is taken.

2. Have pupils list their choices. After pupils make tentative career choices (or you assign them), they decide how they coincide with a desired lifestyle.

Activity 2H

Careers and Life Styles

1. After looking at everyone's career choices, assign them a similar career choice available in Russia.

2. Give pupils a list of available lifestyles for their career in the United States.

3. Have pupils note changes that would have to be made and why, when this career is pursued in Russia.

Activity 1I

Apartheid

1. Investigate the "Apartheid" laws in South Africa with the class.

2. Ask pupils to determine those laws which restrict Blacks from enhancing their education and careers?

Activity 2I

Soviet Occupations

1. Investigate the following occupations in the Soviet Union:

Scientist	Commentator
Engineer	Athlete
Doctor	Teacher
Writer	

2. In what ways does the government encourage or discourage development in these fields.

Activity 3I

Education

1. Compare our country, where education is compulsory, to many Latin American nations where it is available only to those who can afford it.

2. Use these questions for discussion:

   a. Should we educate everyone or can we?

   b. Many Latin American farmers wouldn't send their children to school even if they were free. Why?

Activity 1J

Environment Control

1. Assign the following topics to groups of pupils:
    a. The dike system in the Netherlands
    b. The monsoons in India
    c. The yearly flooding of the Nile basin in Egypt
    d. The TVA in the United States
    e. Shortage of tillable land in Japan
2. Ask pupils to find:
    a. The problem involved
    b. Steps taken to change the environment
    c. Steps taken to cope with the environment
    d. Successes in (b) and/or (c)

Activity 2J

Colonization

1. Compare the French colonization of Canada with English colonization of America.
2. List what cultural forces in France retarded colonization.
3. List what cultural forces in England encouraged colonization.

Activity 3J

The Bushmen of Africa

1. Explain how the Bushmen changed the geography of where they lived.
2. How did they give rise to the cattle culture along the Zambian River?
3. Contrast the culture of the Bushmen with that of a modern developed nation?

Activity 1K

The Caste System of India

1. List the various Castes of India and the occupations open to each.
2. List restrictions put on each caste.
3. Discuss how this system hinders self-development in India.

Activity 2K

History of Social Stratification in Latin America

1. Ask pupils to show how the Spanish transplanted their European medieval class organization (aristocracy and peasants) into Latin America.

   Show evidence of it today.

2. Identify economic forces which allowed the middle class to develop in European countries and not in Latin America.

Activity 3K

High School Culture

1. Discuss in class the social stratification that goes on in today's high schools. They may be called cliques, but they are classes (e.g., athletic clique, drama clique, and racial cliques).

2. Examine how they shape behavior and possible career expectations.

Activity 1L

Cross Cultural Comparisons

1. Ask pupils to imagine they are young girls in each of the following countries:

   Brazil, India, China, Russia, United States of America

2. Assign or ask for tentative career choices from girls in the classroom.

   Have them trace how their career would develop in each country.

3. List cultural and economic forces within each country that would help or hinder the development of a career.

Activity 2L

The European Common Market

1. Identify the purpose of the European Common Market.

2. Show the ways in which the countries of this economic group have cooperated.

3. List ways in which they are interdependent.

MODERN HISTORY

Activity 1A

United States Entry Into World War II

1. Study the entry of the United States into the first World War.

    a. List the direct causes of the United States entry into the war (e.g., Lusitania sinking, German intervention in Mexico, submarine warfare).

    b. Introduce several similar instances which have not plunged this country into World War.

    c. The pupil should compare and contrast what Germany and the United States both hoped to gain from the war. From this pupils should compile a list which would show priority values of each nation.

Activity 2A

1. Study the Cromwell Revolution in England led by Oliver Cromwell.

    a. Explain how the two (2) sides were in conflict in their ideas of government.

    b. Explain how religious ideas on the two (2) sides were in conflict.

    c. Explain how Cromwell's enforcement of Puritan ethics helped to bring the demise of his regime.

2. After explaining briefly the Puritan ethics pupils will:

    a. List ten basic beliefs, values, and customs of Puritans.

    b. List ten of their own that relate to each of the Puritan ones (though not necessarily agreeing).

    c. Pick five Puritan beliefs etc...etc...etc..., write how following them would change their life style.

Activity 3A

1. Explain the cultural ties that brought on the Triple Alliance and the Triple Entente.

    a. Divide the class into thirds, each one-third taking a country.

    b. Each group identify their country by listing the approximate times the alliances were formed.

        (1) Religious preferences

(2) Government systems

(3) State of their economics

(4) Colonial aspirations

(5) Relationships with other countries of the alliance.

c. When each group is finished; find similarities in values, customs, and beliefs among the countries.

2. Discuss and/or identify how these values, etc. caused these alliances to flourish or disband.

3. When work is done for both the Triple Alliance and Entente, list the conflicts in the two (2) that caused them to be at odds. This may be done by trying to fit a country of the Triple Entente into the Triple Alliance. List the values, customs, or beliefs that would have hindered such a move.

Activity 4A

Holy Roman Empire

1. Examine the formation of the Holy Roman Empire.

   a. List the similarities in cultures that caused the Empire to stay together.

   b. List the dissimilarities that caused it to become weak and disappear.

Activity 5A

Bolshevik Revolution

1. Examine the Bolshevik Revolution.

   a. List the factors that kept Russia together during this period.

   b. The teacher poses a question: The governmental system proposed by the communists was directly opposed to the system by which Russians had been ruled for hundreds of years. Why didn't Russia develop into several different nations? What cultural ties kept them together?

   c. What values, customs, and beliefs did the Bolshevik Communists try to change and why?

   d. Examine the personal changes brought upon the Russian people as a result of these changes.

2. List values, beliefs, and customs that give Americans a common unity and make them distinctly American.

Activity 1B

Inventions

1. Give the pupils a list of industrial inventions of the Industrial Revolution (spinning jenny standardized parts, steam engine).

    a. Each pupil then takes a specific invention.

    b. Identifies the career areas with which it is involved.

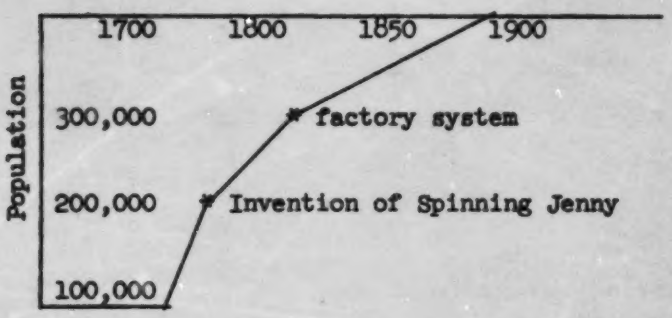
    c. Identifies new occupations available as a result.

    d. Identifies occupations that were eliminated and/or greatly changed.

2. Make a time line chart showing population growth of cities and introduction of inventions and technological improvements.

    Example -

    London, England



3. Make these charts for at least two mid-European countries.

4. Compare the growth in each as compared to the approximate introduction of inventions.

Activity 2B

Cash Crops

1. Have pupils pick a particular cash crop, such as cotton.

    a. List the agricultural jobs available in bringing this crop to market prior to the Industrial Revolution and the work entailed in each job.

    b. Find at least five major improvements in the production and transportation of this crop.

    c. List occupations eliminated and why.
    List occupations changed and why.
    List new occupations created and why.

Activity 3B

Occupations and Inventors

1. Give the pupils a list of 100 occupations.

    a. Pupils should find the approximate time the occupation became available (within 25 years).

    b. Relate an invention or improvement that made each occupation available.

    c. Place jobs and approximate dates on a chart. (mark with an "X")

1750 1775 1800 1825 1851 1875 1900

Have pupils identify the trends in the creation of new occupations

Activity 1C

What If Exercise

1. Propose these statements to the class to stimulate discussion.

    What If:

    Napoleon was 6'5" tall?

    William Jennings Bryan stammered when he spoke?

    Michaelangelo was blind?

    Martin Luther couldn't write?

    Elizabeth I had been a man?

    Louis XIV had been a woman?

    Cardinal Richelieu had been healthy?

    Frederick the Great was too sickly to learn military life?

    Jean Jacques Rousseau had had a practical mind?

    Samuel Slater had a poor memory?

2. Encourage each pupil to make their own "what if" and write a paper giving possible new outcomes.

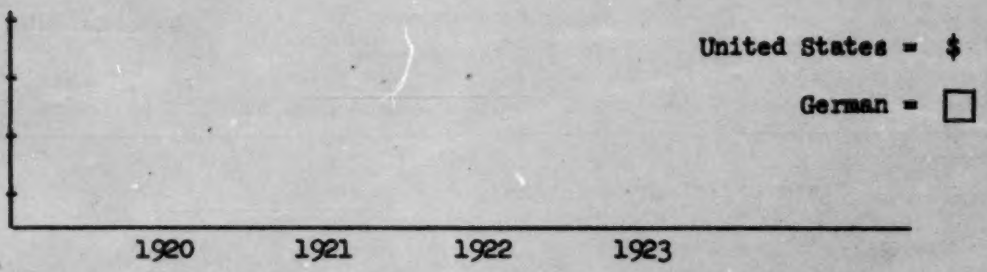
3. The pupil should list their positive and negative physical attributes.

4. The pupil should make a tentative career choice. List those attributes pupils should cultivate to promote success in that career.

Activity 1D

The Weimar Republic

1. Make a bar graph comparing the German Mark to the United States dollar in the years 1920-1924.



2. Find and list what steps were taken to correct the Weimer Republic's problems and their short and long range effects.

Activity 2D

Inflation

1. Show how inflation has lowered the buying power of the United States consumers and producers.

2. Compare 1970 dollars to dollars in the following years: 1972, 1973, 1974, etc.

   Example: What was purchased in 1970 for one dollar ($1.00) cost one-eighty ($1.80) in 1977.

3. Determine the factors that caused this inflation.

4. Identify government policies aimed at curbing inflation and evaluate their success.

Activity 3D

Post War Economics

1. Examine the Post War economics of Germany, Great Britain, and the United States. Take the years 1944 and 1947 and compare -

   Unemployment

   Gross National Product

   Balance of Payments

2. Determine through this which nation made the greatest rate of recovery and why.

Activity 4D

Terms and Events

1. Write the following terms on the board. Make sure pupils understand these terms.

GNP	Balance of Payment	National Debt
Employment Level	Inflation - Deflation	

2. Write the following events on the board. Assign one or more of these countries to pupils.

Spain - Discovery of gold in America

Portugal-Italy - Discovery of new trade routes by Portugal

United States of America - Importation of slaves on a large scale to the south.

France - Series of wars fought during the later stages of the reign of Louis XIV.

England - The industrialization of the country beginning in the 18th century.

3. Have pupils relate how each of these basic indicators were effected by the events, or conversely how the indicators caused the events.

Activity 5D

Effects of Inventions

1. Explain the effects of an invention on an economy. Use the textile industry in England as an example.

Improvement in livestock

"flying shuttle"

"spinning mule"

Power loom

Cotton gin

2. Have pupils construct a time-line denoting the dates in which these various improvements were made.

e.g., +——+——+——+——+——+
1795

(Each invention created the necessity for another.)

3. Have pupils explain the problem created by each invention or improvement that necessitated that invention.

Activity 1E

England's Anti-Corn Laws (1846)

1. Tell the class that they are members of the English Parliament. They are preparing to vote on repeal of the Corn Laws. Before voting they must listen to testimony.

    a. Have pupils play the following roles:

        (1) Admiral in the navy (2) Factory owner

        (3) Farmer (4) Government economist

    b. All argue for or against repeal pointing out pros and cons. They are asked questions by the class.

    c. After debate, pupils should record their vote on a prepared ballot and fill it in.

        For Repeal _____ Against Repeal _____

    Effects On:

        Navy _____ Industry _____ Farmer _____

        National Economy _____

Activity 2E

Reparations For Germany

1. Compare and contrast the effects of the Treaty of Versailles and the Marshall Plan on post-war Germany.

    a. Have pupils list effects on the economy of Germany in both instances.

    b. Transpose the conditions set forth in these two (2) plans.

    c. Make a decision on how events in Germany would have been changed in each instance.

Activity 3E

Farmers In Russia

1. Teacher becomes a television interviewer.

    a. Interview a Russian Serf (one of the pupils well versed and researched).

        (1) Ask about his daily life (quality)

        (2) Where his money goes

        (3) What he owns

        (4) Government interference

    b. Next interview a farmer on a collective. (mid 1930's)

        (1) Ask him the same questions

        (2) Note how his life has changed

Activity 4E

Contrasting Recoveries

1. Contrast the recovery after World War II of West and East Germany.

2. Imagine twin brothers in Germany. Both are skilled workers. A pupil picks an area in relation to his job targets.

    One brother is in East Germany the other is in West, in 1948. Pupils write a letter to each other.

    a. They must try to convince the other to join him.

    b. Arguments must be based strictly on economic and political basis.

3. Pass the letters around in class and have the pupils make a decision based on:

    Career choice, Economic, and Political policies.

Activity 1F

University Education

1. Have one pupil pretend to be a recruiter for his university (i.e., Oxford in England). Try to sell others on courses offered.

2. Pupils then select tentative career choices and ask what is offered there.

3. The teacher might then discuss various careers and where training for them could be obtained.

4. Have the recruits construct a mini catalogue along the lines of a modern university. Pass copies out to the pupils.

Activity 2F

The Apprentice System

1. Explain the apprentice system used by the craft guide in 12th century Europe.

2. Have pupils select three (3) crafts.

3. List the requirements and rights for:

    a. Apprentice

    b. Journeyman

    c. Master

4. List several career fields where this system carries over today. (i.e., plumbers, electricians and others)

5. Have pupils write to various unions to find information on apprentices, journeyman and masters.

Activity 3F

Technology and Inventions

1. Provide the pupils with two (2) lists.

    a. A list of inventions or improvements that spurred the Industrial Revolution.

    b. A list of jobs created as a result of the revolution. Note: Include in this list jobs that were already present.

2. Pupils should:

    a. List jobs created by specific inventions.

    b. List jobs enhanced by specific inventions.

    c. List jobs eliminated by specific inventions.

Activity 1G

Beginning of the Insurance Industry

1. Ask pupils to write a report on Lloyds of London. Include in the report:
    a. What things brought about the need for insurance?
    b. Why it didn't develop earlier?
    c. What service they provided specifically?

Activity 2G

Rise of Joint Stock Companies

1. Ask pupils to write a report on the Dutch East India Company. Include in the report:
    a. Why were they needed?
    b. Who could invest and why?
    c. How were the companies owned?
    d. How did an investor make a living without producing a durable good?

Activity 3G

Laissez-Faire Capitalism vs. Socialism

1. Use England as an example. Laissez-faire existed in 1820 England. Explain the Laissez-faire theory and why it doesn't work in practice.
    a. What hardships did it work on consumers?
    b. Why was it formed by industrialists?

    Democratic Socialism in England after World War II.
    a. Why was it favored by consumers? What did they get from it?
    b. Why was it opposed by industrialists?
    c. What problems has it brought to England?
2. Set up a debate on the topic: Socialized medicine vs. general practice.

Activity 1H

Restrictions

1. List the restrictions put on apprentices and journeymen that limited their life styles.

Activity 2H

Life-Styles

1. Give the pupils a life-style list of inventions and technological improvements brought on as a result of the Industrial Revolution.

2. Have pupils extract from the list the inventions that relate to a tentative career choice.

3. Below each invention, write how life-styles could have or were changed by these things.

Activity 3H

Social Reform

1. Make a report on the life of Jacob Riis or Jane Addams. Concentrate on their involvement in social reform and what they saw and observed in cities.

Activity 4H

The Role of Government

1. Assign reports on the following people:

Saint Simon	Robert Owen
Francois Fourier	Karl Marx
John Stuart Mill	Jeremy Benthan

   a. The crux of the report should be to show the roles of government and people in directing the social and economic course of a country.

2. As these reports are presented to the class, the teacher might play "Devil's advocate" and stimulate discussion.

Activity 1I

Role Play

1. Have the pupils play "Rip Van Winkle."

   a. Pupils should turn in a tentative career choice to the teacher.

   b. Assign a task in that career to each pupil (e.g., doctor has a patient with appendicitis).

   c. Pupils should imagine that they were trained in their career around 1750-1790 (Pre-industrial Revolution).

d. Pupils have slept and now wake up in the present day.

e. List the additional things they would have to learn to complete their task satisfactorily in today's terms.

Activity 2I

Pyramids

1. Have pupils make a technological invention or pyramid.

   a. Give the pupils several pyramids on a piece or pieces of paper.

   b. At the apex of each pyramid put an invention or technological improvement.

2. Have pupils fill in the inventions, dates, improvements, and people that culminated in the final invention.

Activity 3I

Age

1. Pupils should find out how old certain people were when they made their contribution to society.

2. The teacher should supply pupils with as much information as deemed necessary. Consider dates of inventions, birth, and death dates of people.

Activity 1J

Revolution

1. Trace the role of revolution in gaining social reform.

   a. Pick three major revolutions (e.g., French 1790, Russian 1977).

   b. Have pupils make general statements about the life of the individual before and after the revolutions.

   c. Discuss the price paid for reforms and debate whether they were worth the cost.

Activity 2J

"What if" Situations

1. Explain or enumerate the major labor and social reforms enacted in England during the 19th Century.

2. Have pupils surmise what might have happened if they had not been instituted.

Activity 3J

Physical Environment

1. List the factors involving physical environment that precipitated the Industrial Revolution in England.

2. The Industrial Revolution caught on more slowly in France. Compare the factors in England to factors present in France to help account for the differences.

Activity 1K

Decline of the English Monarchy

1. Compare the power position today of the English Monarch with that of the early 18th Century.

2. What factors caused the monarchs to release so much of their power to Parliament?

3. What groups would have favored a continuation of a strong monarchy?

Activity 2K

George the King

1. When the American government was being formed, it was suggested that George Washington be made king.

    a. List the reasons why in terms of culture and class development that the concept wouldn't have worked.

    b. Under what conditions could George Washington have been king?

Activity 3K

Art

1. Collect art from these three periods:

    a. Early 18th Century (Pre-Industrial Revolution).

    b. Mid 19th Century (Industrial Revolution).

    c. Present day (Modern).

2. Relate this art to the periods in which it was developed. Without investigating what was going on elsewhere during the period, pupils should discuss how the art reflects the moods of the people.

3. Ask the pupils to decide if artists are "Mirrors of the People's Feelings."

Activity 4K

Stereotypes

1. People tend to characterize nationalities

   Frenchmen are carefree

   Germans are industrious

   Americans are always in a hurry

   Italians are hot tempered

   While these are prejudiced viewpoints, they do in some sense reflect national philosophies.

2. See if pupils can develop national philosophies for these countries in terms of the above statements.

AMERICAN HISTORY

Activity 1A

Thomas Jefferson

1. Dramatize a meeting between Thomas Jefferson and a Loyalist to show the thinking of seven men involved in writing the Declaration of Independence.

2. Ask pupils to discuss how major events could influence a person's career.

Activity 2A

1. Have two pupils prepare the following presentation:

   - Write and give a speech which an AFL organizer might have given in 1890.

   - Write and give the speech which a management representative might have given in reply.

Activity 3A

Acceptable Behavior

1. Have pupils look at this list of social behaviors.

   a. Going on strike against your employer

   b. Protesting against war

   c. Employer refusing to hire an immigrant or other minority

   d. Working on Sunday

2. Have pupils look at this list

   a. Boston in 1775

   b. New York in 1862

   c. Philadelphia in 1910

   d. Washington, D. C. in 1943

   e. Cincinnati today

3. Pupils should take each place and time and tell whether each social behavior was acceptable or not. Have them explain why in each case.

Activity 4A

Relationships

1. Ask pupils to explain the relationship between Pope Leo XIII's Encyclical of 1890, Irish and Italian immigration 1880-1910 and the rise of labor unions 1880-1910.

2. How were careers affected by those historical events?

Activity 5A

Presidents

1. Below are some presidents, an event in their administration and the action they took.

Presidents	Events	Actions
Theodore Roosevelt	Blowing up of Battleship Maine	Declaring war on Spain
Warren G. Harding	Widespread Corruption in government	Cleaning up of the Teapot Dome Scandal

2. Ask the pupils to substitute Franklin D. Roosevelt for Theodore Roosevelt and Jimmy Carter for Warren G. Harding.

   a. Have them speculate how the situation might have been handled in each case.

   b. Explain the differences through dissimilarities of values and ethics.

Activity 1B

Biographies

1. Prepare reports about the accomplishment and careers of three or more of the following:

Mary McLeud Bethune	Sequoya
Thurgood Marshall	Chief Osceola
James Baldwin	Clree Dodge
Martin Luther King	Joseph Montoya
Henry Gonzalez	Cesar Chavez
Hiram Long	S. I. Hayakawa
Daniel Inouye	Patsy Mink
Herman Badillo	Pablo Casals
Rita Moreno	Roberto Clemente

Activity 2B

Minority Americans

1. Assign reports to pupils on minority figures.

    a. Try to do it on the basis of career choices such as (Charles Drew, medicine).

    b. Have them examine the problems that each person met on the road to an education.

    c. Note expecially how old each was when their education was completed and how work deferred the completion of education.

Activity 3B

Self Made

1. Have pupils explain how Presidents like William H. Harrison and Herbert Hoover got the reputation of being "self-made" men.

    a. Why was this quality admired by Americans?

    b. How did people acquire this quality?

    c. How or why doesn't it apply today?

Activity 1C

Career Choice

1. The pupil will make a chart of his tentative career choice and two others of interest comparing:

    a. Educational or vocational preparation needed

    b. Salary and fringe benefits

    c. Number of hours in the week and day

    d. Duties

2. Ask the pupils if any people from history have influenced their decision. How?

Activity 2C

Cause and Effect

1. Have pupils find and list 10 to 15 major inventions and or improvements in transportation.

2. Give pupils this list of occupations: doctor, salesman, grocer, office worker.

3. Have pupils answer these questions about how the transportation improvements affected each occupation.

    a. Where they lived

    b. How they worked

    c. What services or goods they could provide.

Activity 3C

Reform

1. List five major reforms brought on by the New Deal.

2. Write briefly what each was planned to do and why it was deemed necessary.

3. Make a statement on each to determine how lifestyles were improved as a result.

Activity 1D

Famous Persons

1. Pupils should read recommended biographies of important persons in American History and make a written report emphasizing the goals of these figures and their attainment.

2. Ask pupils to identify personal characteristics, education, or events which contributed to the persons' success.

Activity 2D

Goal Setting

1. Pupils will write down their short and long term goals and make a list of the steps involved in attaining these goals.

2. Lead a discussion on how future historical events may affect personal and career goals.

Activity 3D

The Marshall Plan

1. Ask the pupils to evaluate the Marshall Plan.
    a. What were the goals?
    b. What were the results in the light of today's world?
2. What types of American workers were involved?
3. What was the effect on the European and American economies?

Activity 4D

Marcus Garvey

1. Pupils should be asked to discuss the following questions:
    a. What did he propose to do?
    b. Some people said he failed. Why?
    c. Some people say his ideas helped Black people in the long run. Why?

Activity 5D

Dr. Martin Luther King, Jr.

1. Have pupils evaluate Dr. King's progress towards his goals of equality at various points of his career.
2. Have pupils be journalists summing up the year in review. They should note civil rights events of the year and evaluate Martin Luther King's progress toward his goals.

    The following years may be used: 1955, 1964, 1966, 1968

Activity 1E

Slavery

1. Pupils, after studying the institution of slavery, will make a report on the decision-making process involved in allowing slavery to continue in sections of the United States. The report should cover the period between 1619 to the passage of the 13th Amendment.
2. Discuss the reports in relation to the variety of careers of people involved.

Activity 2E

Political Decisions

1. Evaluate Harry Truman's decision to drop the A-Bomb on Japan during World War II.

    a. What were the "pros" for the decision?

    b. What were the "cons" against the decision?

    c. What information was not available to him that would have been helpful.

    d. Make personal decision and list criteria you would have used to make that decision.

Activity 3E

Situation

You are a high school graduate facing the military draft. The year is 1966. Make a decision. Do you go, try to serve your country another way, or make some other decision?

1. List the criteria you used in making your decision.

2. Write down the responsibilities you would assume and the possible outcomes of your decision.

3. Account for reasons why others would have made the opposite decision.

4. How might your decision affect your career?

Activity 4E

Career Choices

1. Assign pupils various occupations in American History.

    Union Soldier in 1862
    Assembly line worker for Ford in 1914
    Sailor on a New England whaler in 1820
    Teacher in Boston 1840

2. What were the

    a. Rewards

    b. Conditions

    c. Requirements

    d. Characteristics of the jobs?

3. Pupils should make a brief statement on what kind of person is needed to fit that occupation today.

Activity 1F

Toastmasters

1. Pupils will pretend that they belong to a colonial Toastmasters Club. Meetings are held every Saturday night in a tavern in the heart of Boston. Tonight the topic is "The Individual and the Revolution." Choose one of the quotations that were made during or shortly after the Revolutionary War. Think of a 2-3 minute speech that is based on this quotation.

    a. "Is life so dear or peace so sweet, as to be purchased at the price of chains and slavery?" Patrick Henry

    b. "If we suffer timely a lawless attack upon our liberty, we encourage it and involve others in our doom." Samuel Adams

    c. "The American War is over, but this is far from the case with the American Revolution." Benjamin Rush

    d. "When learning is confined to a few people we always find monarchy, aristocracy, and slavery." Benjamin Rush

    e. "The truth is that all men having power should be distressed." James Madison

2. Discuss the speeches.

Activity 2F

Intolerance of Ideas

1. Cite the Sacco-Vanzetti trial, Scopes "Monkey" trial, and Muhammed Ali's trial on draft erasion charges.

    a. "Big state, small state" controversy in the making of the constitution.

    b. Compromise of 1850

    c. Compromise of 1877

2. For each one, list the divergent points of view and how they were resolved.

Activity 1G

Human Nature and Government

1. Philosophers John Locke and Thomas Hobbes had different views of human nature and different opinions about what a government should be. A summary of these views is presented below, along with several imaginary newspaper headlines.

2. Read each headline and decide whether it reflects Lockes' or Hobbes' views of human nature.

"Meeting of Unification Committee Ends in Riot"

"Police Report Most Lost Wallets Returned to Owners"

"Study Reveals Pupils Don't Cheat When Trusted During Tests"

"Selfishness Major Cause of Auto Accidents, Expert Says"

"Study Reveals Cigarette Ban Necessary to Reduce Deaths"

"Large Group Favors Legislation Against Humming in Public"

"Group Suggests School Should be Voluntary"

"Law to Limit Size of Families Urged"

"Judge Rules Family Size No Business of Government"

"Crime Declines During Police Strike"

Locke

Human nature is generally good. People set up governments to protect their rights; power of government is limited by law.

Hobbes

Human nature is basically weak. People would destroy each other if left to themselves, so they give rulers absolute power to decide what is best.

SOCIO-ECONOMIC PROBLEMS-SOCIOLOGY

Activity 1A

Goal Setting

1. Pupils should be divided into groups to discuss their personal goals.
2. Discuss steps pupils may take in arriving at career goals related to social problems.

Activity 2A

Role Play

1. Pupils will assume the identity of a career he has chosen and role play that career.
2. Study the role playing episodes in relation to realism, economic trends and social problems.

Activity 1B

Values

1. Pupils will be given examples of various situations and come to some conclusions about what values and ethics have influenced proples' behavior.
2. Discuss how values may be formed and changed.

Activity 2B

Value Decisions

1. Pupils will be given a picture of a situation where a law has been broken, someone has been hurt, or a religious picture, and draw conclusions about the incident.
2. What values were involved? What might have caused the picture to be different?

Activity 1C

State and Federal Governments

1. Make reports on how the city is solving problems associated with the changes taking place - such as population, shift in population, schools, transportation, energy and housing.
2. Ask pupils if social change in society can affect values.

Activity 1D

1. The teacher will make a check list of items which... reflect independence, and have the pupils keep a record of whether or not they are dependent on themselves or someone else to perform the task. The check list could include such things as the following:

	Yes	No
a. Show responsibility of getting up on time.		
b. Show responsibility for bringing supplies.		
c. Remember your assignments for the next day.		
d. Remember the lesson of the previous day.		
e. Know your schedule for the year.		

2. The pupils will make up their own check list of items which reflect their future independence and/or interdependence in their choice of careers.

Activity 1E

Interest Checklist

Part I

The pupils will answer the following questions as specifically as possible.

a. How much income do I hope to make annually?

b. What social status do I wish to achieve? (That of a skilled worker? Manager? Executive?)

c. What is my primary motive for seeking this status? (Money? Power? Prestige?)

d. What aesthetic aspects of life do I want to learn more about? (Art? Music? Drama? Interior Design?)

e. What hobbies and interest do I wish to puruse? (Photography? Astronomy? Acting? Writing?)

f. What fields of general knowledge would I like to learn more about? (Psychology? Child reasoning? Geology?)

g. I want athletics to play a - (small, average, large) part in my adult life. Therefore, I would like to learn more about - (swimming, boating, tennis, fishing).

Part II

Refer back to your answers as you respond to the following questions.

a. What educational requirements must I meet to fulfill my values?

b. What kind of educational organization (such as a junior college, apprenticeship program, or university) will help me attain my values?

c. What specific educational organization will help me fulfill my educational desires?

d. Is there another way to meet my educational needs besides some kind of educational organization? If so, what are the possibilities?

e. When must I begin to fulfill this educational requirement?

Activity 1F

College Cost

1. Ask pupils to

a. Select a broad range of at least 10 colleges and ask them for their bulletins (a postcard is generally sufficient).

b. After looking at the bulletins prepare a list of expenses common to all schools (list additional expense in a miscellaneous column).

c. Include transportation costs and any other costs that might vary.

d. Using this information prepare a graph of college costs.

Activity 2F

Working in College

1. Investigate working your way through college.

a. The teacher prepares a list of part-time in school occupations.

b. Discuss in class and enumerate the qualifications for these jobs.

c. Pupils select the one they are best qualified for and least qualified for by comparing their own preparation to the job itself.

d. Pupils should role play job situations in class such as waitress, boss, and customers. (Some pupils pick their best selection and some their worst).

Activity 3F

Getting a Loan

Loan Applications for 1 year of Education.

a. Pass blank loan applications out to each class member.

b. Assign various salary levels to imaginary parents.

c. Pupils fill out forms using information that is fictitious.

d. Look at the graph and determine the amount of money needed to borrow.

e. Loan applications are turned in and then accepted or rejected by the teacher who acts as a loan officer.

f. The reasons for acceptance or rejection are written on each application and a class discussion is held.

Activity 1G

Budgeting

1. Assign careers and salary levels to each pupil.

2. Pupils are presented with a list of necessary expenses to be included in a budget.

3. The pupils will make a one year budget that includes necessary expenses and any other items they feel they can afford.

4. Group the class according to general salary level and have them compare the ways in which they budgeted their money.

5. Hold a large group discussion of budgets.

Activity 2G

Vertical Mobility

1. Make a tentative career choice.

2. Research the availability of jobs in that area. Use the present time and approximate time of entry into that occupation.

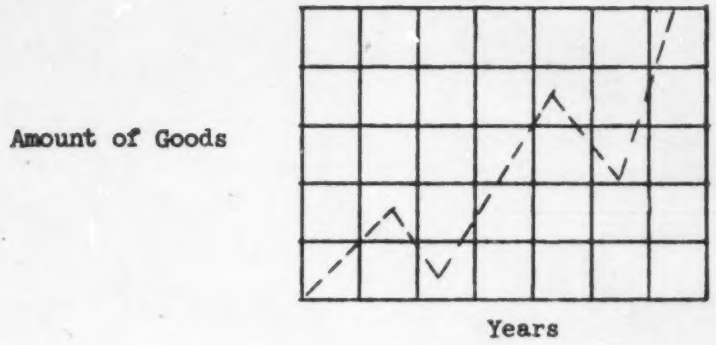
3. Assess how the vertical mobility within that occupation will affect their salary.

Activity 3G

1. Enumerate the goods and services produced in the pupils tentative career choice.

2. Find the amount purchased or money spent on this good or service over a period of years (perhaps 10). If dollar amount is used the teacher should assist in an inflation adjustment.

3. Pupils should make a graph.



Activity 1H

Exploring Careers

1. Divide the class into four or five career areas for research and discussion.

2. Each group will divide work into these areas.

    a. Listing of occupations

    b. Availability of occupations

    c. Mobility of various occupations

    d. Number of those occupations that tend to be entry level

    e. Difference in preparation and/or experience needed.

3. The group will make a poster for presentation to the entire class which contains their findings.

Activity 2H

Choosing a Career

1. Have each pupil make a tentative career choice.

2. Group pupils according to career choices, as much as possible.

3. Have pupils list as many (at least 10) career choices within that area.

4. Make a general chart for each area.

List the following:

Career Area

- General requirement or know edge needed or used for that area

- Special skills used or emphasized in that career

Activity 3H

Interdependence

Each pupil should make a tentative career choice.

a. The teacher then assigns pupils into pairs.

b. Pupils in pairs will then prepare a list of services that each of their career choices produce.

c. The pair will then take each service and show how the over abundance or lack of each service would affect the other career choice. (Note: It should be made clear that career choice will involve life style, training and mobility within that career.)

d. To carry this farther, the teacher might wish to regroup pupils and repeat the process.

e. Whole group discussion might involve discussing the following topics:

(1) Careers that are least interdependent.

(2) Careers that are most interdependent.

(3) Common goals and values of interdependence.